



ARIZONA DEPARTMENT OF ECONOMIC SECURITY

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July 1, 2005

WIA GUIDANCE LETTER #08-05

SUBJECT: Adult and Youth Common Measures and Literacy and Numeracy Gains for Out-of-School Youth with Basic Skills Deficiencies

THIS WIA GUIDANCE LETTER SUPERSEDES WIA GUIDANCE LETTER #02-04, dated January 23, 2004

In our continuing efforts to pass along information to our Local Workforce Investment Area (LWIAs) regarding the most current information under the Workforce Investment Act (WIA), we are providing the following resources:

Training and Employment Guidance Letter (**TEGL**) #28-04, *Common Measures Policy*. This Guidance Letter includes the following sections:

- Program Participation and Exit
- Employment and Training Administration (ETA) Common Measures Policy
- Data Sources
- Attachment A: Federal Job Training and Employment Programs Impacted by Common Measures
- Attachment B: Common Measures At-A-Glance
- Attachment C: Definitions of Key Terms
- Attachment D: Educational Functioning Level Descriptors

TEGL #28-04 addresses Common Measures listed below which take effect **July 1, 2005**. Three common measures apply to programs serving adults and three common measures apply to programs serving youth. Youth measures (ages 14-21) are no longer divided by younger or older youth.

Adult Measures	Youth Measures
Entered Employment	Placement in Employment or Education
Employment Retention	Attainment of a Degree or Certificate
Earnings Increase	Literacy and Numeracy Gains

Individuals who return to a secondary school at exit are now **included** in youth measures, which is a change from previous policy guidance (**TEGL #15-03**). This revised policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

BACKGROUND: This Guidance Letter provides direction on capturing and reporting of the literacy and numeracy gains indicator. This indicator measures the increase in the skills of participants through a common assessment tool administered at program entry and regular intervals thereafter. **The goal of literacy and/or numeracy gains applies to only out-of-school youth with basic skills deficiencies.** Participants who are **not** basic skills deficient cannot achieve a positive outcome because they have already attained basic literacy and numeracy.

YOUTH COMMON MEASURES

Literacy and Numeracy Gains for *Out-of-School Youth (ages 14-21) who are basic skills deficient* formula:

Number of participants who increase one or more educational functioning levels

Divided by

Number of participants who have completed a year in the program (i.e., one year from the date of program participation) **plus** the number of participants who exit before completing a year in the program.

Out-of-School Youth definition:

An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed in Public Law 105-220, Section 101 (33). For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.

Basic Skills definition:

The individual computes or solves problems, reads, writes, or speaks English at or below the eight grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Note: This is a different definition than Public Law 105-220, Section 101 (4).

- **Arizona's approved test instruments are available on VOS. Testing must be administered the date of participation. The same test (i.e. TABE) must be used for pre-test and post-test.**

Note: Arizona's policy is more restrictive than federal requirements as outlined in TEGL #28-04.

ACTION REQUIRED: Effective July 1, 2005, LWIAs must have documentation of numeracy on out-of-school youth who are basic skill deficient at the date of participation (formerly date of registration) in the youth's case file. Effective August 1, 2005, this information must be keyed into the Virtual Onestop System (VOS).

Participants identified as basic skills deficient should be post-tested at least once within the end of one year following the individual's participation date.

For participants who have completed one year following the participation date, the most **recent assessment** within one year of participation should be used (if more than one assessment is administered after the initial test) to determine if the participant has demonstrated an increase in at least one educational functioning level.

Individuals, who remain basic skills deficient after completing a full year and continue to participate in the program, should continue to receive basic skills remediation services. Those participants should be included in the measure for the first year of participation. At the end of a full second year, these participants should be post-tested and included in the measure again.

Note: A negative post-test will have a negative impact on performance.

Please distribute this information to all appropriate program staff. If you need additional information, please contact your Quality Assurance Liaison at (602) 542-3957.

Sincerely,

A handwritten signature in black ink, reading "Lela Alston", is written over a thin red horizontal line.

Lela R. Alston
WIA Section Manager

Attachments